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ABSTRACT

Presents an approach to making the product of observation systems readily available to all members of a school system. The input system consists of three OpScan recording sheets, the output system of print-outs for each recording sheet as well as summary data. This system gives the teacher an opportunity to change his behavior based on data about what he is doing in the classroom, and provides consultants and supervisors with non-judgmental, descriptive feedback for describing the teacher role. (MS)

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COMMUNICATING CLASSROOM TEACHER BEHAVIOR

A SYSTEMATIC APPROACH*

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Courses in the use of classroom observation systems are now given in colleges, workshops, and in-service training programs and are becoming more easily available to teacher trainers, supervisors, consultants, and classroom teachers themselves. This article is concerned with an approach to making the product of observation systems readily available to all members of a school system's staff.

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*The system described in this article is currently being explored on a pilot basis in the Cleveland Public Schools. The development of materials was made possible as part of the evaluation of a USOE Title III project, Instructional Improvement Systems, Cleveland Public Schools, 1971. (Grant 045-70-094-1)

The proliferation of classroom observation systems appears to indicate that evaluating performance of teachers using objective, valid, and reliable techniques should have a high priority with respect to the improvement of instruction. Traditionally, the supervisor has attempted to facilitate improvement of teaching through classroom observation and a follow-up conference. Supervisors who have given teachers information about their teaching behavior are aware that many teachers become defensive when presented with a perception of a teaching situation different from their own, and thus they may reject this feedback.

Supervisory and consultant feedback which focus on positive teacher actions by presenting specific information about appropriate teaching behaviors may increase the number of teachers who are willing to examine other information that the supervisor or consultant wishes to bring to their attention. A comprehensive network of data, collected in a systematic manner, makes it highly probable that many examples of positive teacher behavior can be identified. A common basis of communication, as well as a vehicle for handling the data are essential requirements of such an approach.

The rationale for using a systematic approach to communicate information about classroom teacher behavior is twofold. First, the teacher and the consultant or supervisor become involved in a new concensus about the criteria for effective instruction which becomes the basis for the teacher to obtain feedback about his own teaching behavior. This feedback provides the teacher with the opportunity to change his own behavior based on data about what he is doing in the classroom. Second, and perhaps more important, the teacher obtains feedback about the behaviors he is not using, as well as those which he is using. This furnishes the chance to learn new behaviors presumed to be helpful in promoting pupil growth if used in the classroom, but which are not ordinarily found in the classrooms of America today.

The following model is presented as one approach to making the product of observation systems readily available to all members of a school system's staff, i.e., teachers, consultants, supervisors, principals, administrators, evaluators, research and development personnel, technical specialists, etc.

MATERIALS

The input system consists of three OpScan recording sheets. The first of these sheets, Observer-Teacher Information, provides the basic data concerning observer, observee, school, grade, subject, time, and date. It also provides a control factor for additional sheets in the system.

The second and third sheets are specifically constructed to record OScAR 5V and Flanders Interaction Analysis for processing on optical scanning equipment. Additional observation recording sheets could be added to the system as they become available.

Provision is made, within the Observer-Teacher Information sheet, for observation input flexibility through the availability of 56 additional item response positions. This sheet may be processed without the use of the OScAR or Interaction Analysis sheet.

The output system consists of print-outs for each recording sheet as well as summary data for each type recording sheet. The format for each print-out includes frequency tallies and percent calculations presented in matrices.

PROCEDURES

Completed recording sheets are processed on a regular predetermined schedule (weekly, bi-weekly, monthly, etc.) in the same manner as test answer sheets. Print-outs and recording sheets are returned according to observer name and school code number.

Observers utilizing the 56 open-item response positions have the opportunity to creatively construct an observation system in keeping with their own conceptualization of the criteria for effective instruction.

APPLICATIONS

Classroom observation systems provide the objective data necessary for research, teacher training, and supervision.

The task of reducing collected data to some usable form varies from a simple frequency count of the types of coded tallies to kinds and frequencies of sequential activities. By utilizing data processing equipment, valuable staff time is preserved. The computer programs are used to build the matrices, to reduce them to percentages and to develop the pertinent statistics.

Used by a teacher in conjunction with a tape recorder, the system provides a method to obtain feedback for self-supervision. Acquiring and processing data concerning oneself is a way of confronting reality. It enables the teacher to know when <u>what they are doing</u> differs from <u>what they want to do</u>.

Used by consultants and supervisors, the system provides descriptive and non-judgmental feedback possibilities for describing the role of the teacher as it exists in reality. Print-out sheets provide a convenient record of observations which are prepared in a time saving manner, presented in a concise format, and available for comparing changes in behavior over time.

SUMMARY

Observation systems provide a tool to be utilized by classroom teachers on the way to changing their behaviors in accord with what they want to do. They enable supervisors and consultants to assume the more flexible role of professional resource and collaborator, one who reports on what happened in the classroom rather than one whose personal value judgments convey how the rater <u>felt</u> about what happened in the classroom. The goal becomes the improvement of teaching rather than the rating of teachers.

CLEVELAND PUBLIC SCHOOLS

OBSERVER INFORMATION

LAST NAME	FIRST NAME	MI	EMPLOYEE NO.	SCHOOL CODE

TEACHER INFORMATION

EMPLOYEE NO.	LAST NAME	FIRST NAME	MI

CLASS INFORMATION

GRADE	SUBJECT	TIME BEGAN	TIME ENDED	DATE MO.	DATE DAY	DATE YR.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO

AA	BB	CC	DD	EE	FF	GG	HH	JJ	KK	A	B	C	D	E	F	G	H	J	K	M	N	P	Q	R

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CLEVELAND PUBLIC SCHOOLS

OSCAR 5V

OpScan
RECORDING
SHEET

USE NO. 2 PENCIL ONLY

DO NOT USE BALL POINT PEN

MAKE HEAVY DISTINCT MARKS

FILL IN THE BLOCK COMPLETELY

ERASE COMPLETELY ANY ENTRY YOU WISH TO CHANGE

	5	10	15	20	25		30	35	40	45	50	
PNS						PNS						PNS
PQU						PQU						PQU
PST						PST						PST
PRS						PRS						PRS
PBST						PBST						PBST
CVG						CVG						CVG
EL-1						EL-1						EL-1
EL-2						EL-2						EL-2
DVG						DVG						DVG
NOEV						NOEV						NOEV
CNSUP						CNSUP						CNSUP
INFAP						INFAP						INFAP
DSCAC						DSCAC						DSCAC
DIREJ						DIREJ						DIREJ
RBCRT						RBCRT						RBCRT
DST						DST						DST
PRNSQ						PRNSQ						PRNSQ
PRT						PRT						PRT

	55	60	65	70	75		80	85	90	95	100	
PNS						PNS						PNS
PQU						PQU						PQU
PST						PST						PST
PRS						PRS						PRS
PBST						PBST						PBST
CVG						CVG						CVG
EL-1						EL-1						EL-1
EL-2						EL-2						EL-2
DVG						DVG						DVG
NOEV						NOEV						NOEV
CNSUP						CNSUP						CNSUP
INFAP						INFAP						INFAP
DSCAC						DSCAC						DSCAC
DIREJ						DIREJ						DIREJ
RBCRT						RBCRT						RBCRT
DST						DST						DST
PRNSQ						PRNSQ						PRNSQ
PRT						PRT						PRT

EMPLOYEE NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

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CLEVELAND PUBLIC SCHOOLS

INTERACTION ANALYSIS

OpScan RECORDING SHEET

USE NO. 2 PENCIL ONLY

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ERASE COMPLETELY ANY ENTRY YOU WISH TO CHANGE

5	10	15	20	25	30	35	40	45	50	55
60	65	70	75	80	85	90	95	100	105	110
115	120	125	130	135	140	145	150	155	160	165
170	175	180	185	190	195	200	205	210	215	220

EMPLOYEE NUMBER

PAGE

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